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ABSTRACT

The improvement of leadership skills in high school band students was the aim of the comprehensive program described in this report. The program contained three basic components: (1) administering the Keirseey Temperament Sorter; (2) a series of seminars; and (3) band laboratory activities. Following the administering of the Temperament Sorter, lessons were held with the participants focusing on topics such as motivating students, problem solving, communication skills, goal setting, leadership styles, and characteristics of effective leadership. Students were then given a laboratory opportunity to demonstrate effective leadership utilizing information covered during the seminars. Results of the program showed that the practicum had a powerful influence on the targeted students, with each item on the evaluation form rated as high. Results also showed that 100% of the target students improved their leadership qualities by at least one mean score. Appendices include sample structured interviews, assignments, evaluation forms, and student data. (Author/NL)

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Leadership . 1

JUL 0 1987

DEVELOPING LEADERSHIP SKILLS
IN HIGH SCHOOL BAND STUDENTS

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A Practicum Report
submitted to the Faculty of the Center for the Advancement
of Education of Nova University in partial fulfillment of
the requirements for the degree of Master of Science.

The abstract of this report may be placed in the School
Practices Information Files for reference.

June/87

So 030 155

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other writers in the field and in the hope that my own work, presented here, will earn similar respect.

David A. Annen

Abstract

Developing Leadership Skills in High School Band Students, Ammerman, David A., 1987, Practicum Report, Nova University, Center for the Advancement of Education, Descriptors: Leadership Development/Leadership Style/Leadership Qualities/Leadership Responsibility/Leadership Training/Personality Types/Motivational Leadership Characteristics.

The author developed and implemented a program to develop leadership skills in high school band students. The program's aim was to improve leadership skills over a ten week implementation period as compared to leadership skills prior to the implementation process.

The program contained three basic components: Administering the Keirsey Temperament Sorter, a series of seminars, and band laboratory activities. After administering the temperament sorter, lessons were held with the participants focusing on topics such as motivating students, problem solving, communication skills, goal setting, leadership styles, and the characteristics of an effective leader. Upon the completion of lesson three, students were given a laboratory opportunity to demonstrate effective leadership utilizing information covered during the seminars.

All of the practicum objectives were fully satisfied. The quality circle group proved to be a valuable reference

and the Keirsey Temperament Sorter was effective in identifying personality types.

This practicum had a powerful influence on the target students. Results of the program indicate that 100% of the target group could identify their own personality type as reflected on the Keirsey Temperament Sorter. According to the teacher observation checklist, 100% of the target group achieved at least an 80% leadership effectiveness rating. 100% of the target members improved his or her leadership qualities by at least one mean score.

Each student participated with enthusiasm and rated each item as high on their attitude evaluation form.

Leadership effectiveness of this writer was rated high in all categories. This program is recommended for continued use in the target school as well as the district's in-service program.

Appendices include sample structured interviews, sample assignments, evaluation forms and student data.

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OBSERVER VERIFICATION FORM

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, or make judgments about the quality of the project.)

Practicum Title Developing Leadership Skills in High School Band Students

Student's Name David A. Ammerman

Program Site Melbourne, Florida Date June 30, 1987

Observer's Name William C. Terry William C. Terry
(please print -----and sign)

Observer's position Assistant Principal

Observer's comment on impact of the project (handwritten): The
impact of the project on band students at Astronaut
High School has been to not only identify potential
leaders but to identify those students who desire to
become leaders.

Chapter I

Purpose

Background

This project will be implemented in a high school on the East Central Coast of Florida where tourism and aerospace are the major industries. The target school has an enrollment of approximately 1,400 students attending grades 9 through 12. Approximately 88% of the students are white. The remaining are black, Hispanic, Asian, and American Indian. The students come from a wide range of socioeconomic backgrounds; and, for the most part are attending their local community school as opposed to being bussed from other areas.

Since the 1960's the community's economy has fluctuated because of the massive cutbacks in the aerospace industry. The decline of population created by the Space cut-back only affected the adult community with school age children. Many senior citizens began to move into the area. Therefore, the community shows a slight increase in overall population, but the school aged population continued to decrease until recently.

The school opened during the fall of 1972. The building is a structure of modern design. It is self-contained, well kept, and pleasant. The grounds are

equally well kept although the students are not permitted to venture outside during the seven period day.

The administrative staff consists of one principal, two assistant principals, and two deans. The staff works as a team to carry out the various tasks and responsibilities at the school. The faculty is composed of 89 classroom teachers, four counselors, one occupational specialist, one reading specialist, one media specialist, two librarians and 35 other support personnel.

School starts at 7:15 a.m. and ends at 2:00 p.m. and each student is required to attend seven classes per day.

This writer has a Bachelor of Music Education degree and ten years experience as a band director. For six years he has taught at the high school level. Frequently this writer has utilized student leadership in developing band pride, discipline and cohesiveness. These experiences have provided evidence to the writer that effective student leadership in a high school band program is an important factor in the success of the organization.

Problem

According to George R. Terry (1960) "Leadership is the activity of influencing people to strive for group objectives." (p. 5) Robert Tannenbaum, Irving R. Weschler, and Fred Massarik (1959) define leadership as

"Interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialized goal or goals." (p. 40) Harold Koontz and Cyril O'Donnel (1959) state that leadership is influencing people to follow in the achievement of a common goal (p.435).

Although many band directors are adding additional staff members to their program it is still impossible for the director to see every detail. The successful band director uses capable students to serve as assistants.

Most band directors have experienced the student leader who simply is not motivated enough or assertive in handling responsibilities. Then there are those who are afraid of hurting their friends feelings and those who have no sense of diplomacy.

Interviews were conducted with three high school band directors in the school district (Appendix A). From these interviews a concern regarding students poor leadership skills was identified. It was the opinion of the band director at School A that 70% of his student leaders are ineffective. The director at School B rated 60% ineffective and the director at School C rated 80% as ineffective.

Doll (1986) has identified the characteristic of an effective leader As follows: leads rather than bosses, set a good example, treats everyone as an individual, welcomes suggestions for own improvement, explains why, lets people know how and where they stand, asks questions before reprimanding, praises good performance, keeps problems and concerns in perspective, keeps all promises and realizes that positive results only occur through other people.

The target group for this project will consist of fifteen students enrolled in the high school band program. At the end of the fourth grading period of the 1986-87 school year, 100% of the target students indicated an interest in becoming a leader in the high school band. Twenty-five percent of the target students presently do hold positions of leadership within the band.

The table below clearly illustrates that the targeted students consistently have problems leading due to poor qualities associated with (1) tardiness, (2) failure to set a good example, (3) ineffective communication skills, (4) unprepared to work, (5) negative attitude, (6) failure to use good spontaneous judgment, and (7) failure to set long term goals. Observations were taken between September 5, and December 20, 1986.

Leadership . 5

Target Group Leadership Qualities

1 = low 5 = high

Student	Leadership Qualities							Total	Mean
	1	2	3	4	5	6	7		
A	3	3	3	3	3	3	3	21	3
B	2	1	2	1	1	2	2	11	2
C	1	2	1	2	2	1	2	11	2
D	2	2	2	2	2	2	2	14	2
E	2	1	3	3	2	1	3	15	2
F	3	3	3	3	3	3	3	21	3
G	3	3	3	3	3	3	3	21	3
H	2	1	3	2	2	2	2	12	2
I	3	3	3	3	3	3	3	21	3
J	2	3	2	1	2	2	3	15	2
K	3	3	3	3	3	3	3	21	3
L	2	2	2	2	2	2	2	14	2
M	2	2	3	1	2	2	2	14	2
N	2	2	2	2	2	1	2	13	2
O	2	3	3	2	2	2	2	16	2

WHAT IS: It has been the observation of this writer during the first semester of the 1986-87 school year that 5 of the students have a mean score of 3 or higher and 10 of the students have a mean score of 2 or less on the above leadership qualities.

WHAT SHOULD BE: Each student should score a mean score of 3 or higher. The discrepancy gap shows that 2/3 of the target group is scoring below the expected standard in leadership development.

PROBLEM: This project will seek to reduce the problem by identifying instruments which effectively measure

leadership skills in high school band students and then this writer will design a program to develop these skills.

Outcome Objectives

After an analysis of the target problem, the following objectives were developed to guide this project.

Objective One - This writer will identify and select a quality circle group to aid in the development of this project.

Objective Two - Before March 20, 1987, this writer will select instruments which identify and measure personality types and leadership effectiveness.

Objective Three - Between March 20, 1987 and May 29, 1987, a series of eight one-hour seminars will be held dealing with personality types, leadership styles, and the characteristics of an effective leader. After attending these seminars, 100% of the target students will be able to identify 80% of the characteristics of an effective leader on the post test.

Objective Four - After attending the series of seminars held between March 20, 1987 and May 29, 1987, dealing with personality types, leadership styles, and the characteristics of an effective leader, 100% of the target students will be able to identify their own personality

type and leadership style as reflected on the Keirsey Temperament Sorter.

Objective Five - During the series of seminars held between March 20, 1987 and May 29, 1987 dealing with leadership style and the characteristics of an effective leader, the target students will demonstrate the characteristics of an effective leader by leading a band sectional rehearsal. Evaluation will occur through this writer's completed observation checklist (Appendix I) and maintaining a log on each student. It is estimated that all students will achieve an 80% effective leadership rating.

Objective Six - After attending the series of seminars held between March 20, 1987 and May 29, 1987, dealing with leadership style and the characteristics of an effective leader, it is expected that teacher observation will record 100% of the target students being rated at least one mean score higher in leadership qualities using pre and post test leadership qualities observation rating forms designed by this writer (Appendix J).

Objective Seven - After attending the series of seminars held between March 20, 1987 and May 29, 1987, dealing with leadership style and the characteristics of an effective leader, it is expected that 100% of the target

students will rate their participation in this project as a "valuable" experience, as measured by a project attitude survey created by this writer (Appendix B).

Objective Eight - Leadership effectiveness of this writer will be measured by using county level inservice rating form (Appendix K). It is expected that 80% of the quality circle and students will rate this writer as an effective leader.

Chapter II

Research and Solution Strategy

Information Collection

Hersey (1984) defines leadership as an attempt to influence the behavior of another individual or group. He emphasizes there is a difference between self-perception and the perception of others. Leadership style is not how leaders think they become in a situation, but how others perceive their behavior.

According to the leadership contingency model developed by Fiedler (1967), there is no best leadership style. Fiedler contends it is not a matter of style, but rather a matter of the most effective style for each particular situation.

In the book, Please Understand Me, the authors Bates and Keirsey (1984) point out that differences of people as being neither good nor bad but as a necessary part of individuals. As Eugene Jennings (1961) concluded, "Fifty years of study have failed to produce one personality trait or set of qualities that can be used to discriminate leaders and non-leaders." (p. 50)

The four main temperament types according to Keirsey have been categorized as follows:

1. SP - A child that is likely to be active, fun loving, cheerful and becomes easily restless, bored and jittery. This child is likely to feel good about himself and those who have control over him if he is provided a great deal of room to move about and given opportunities for action.
2. SJ - This child is likely to be responsible, dependable and enjoys clearly defined routines.
3. NT - A child that is independent, inventive, intellectual, likes to experiment and becomes impatient with repetition. He, more than others, is self-doubting and badly needs an abundance of success.
4. NF - This child is cooperative, seeks a sense of self and identifies easily with others.

This theory will be utilized in this practicum.

Isabel Myers (1962) created a procedure for determining personality type. This instrument, the Myers-Briggs Type Indicator, has proven to be a great innovation regarding behavior and attitudes.

The four main personality traits according to Myers have been categorized as follows:

1. Extroversion (E) vs. Introversion (I) - A person who chooses other people as a source of energy probably

tends towards extroversion, while the person who chooses to recover energy probably tends more toward introversion.

2. Intuition (N) vs. Sensation (S) - The person who has a natural preference for sensation probably describes him/herself first as practical, while the person who has a natural preference for intuition probably chooses to describe him/herself as innovative.

3. Thinking (T) vs. Feeling (F) - People who are comfortable making choices on a personal basis are thought to be feeling types, while those who make choices on an impersonal basis are considered thinking types.

4. Judging (J) vs. Perceiving (P) - Persons who choose closure or deadlines over open options are likely to be judging types. Persons preferring to keep things open and fluid are probably the perceiving types.

Each of these types carries with it detailed descriptions of characteristics, cue words, and common misunderstandings of the opposite type.

According to Abraham Maslow (1986) there seems to be a hierarchy into which human needs arrange themselves. The five needs have been categorized as follows :

- (1) physiological, (2) safety, (3) belongingness,
- (4) esteem, and (5) self-actualization.

The hierarchy underscores the fundamental point that until one's needs are fulfilled, a person's behavior is not motivated by the next higher levels.

This theory can be used with any age group and will be utilized in this practicum.

Hersey and Blanchard (1982) developed a leadership theory that has been helpful to leaders in diagnosing the demands of the situation. Their theory called "Situational Leadership Theory" is based on a relationship between the amount of direction and socioemotional support leaders must provide and the level of relevant "maturity" of the follower or group.

According to Situational Leadership Theory, task behavior is the extent to which a leader engages in one-way communication by explaining what each subordinate is to do as well as when, where, and how tasks are to be accomplished. Relationship behavior is the extent to which a leader engages in two-way communication by providing socioemotional support. Maturity is defined as the capacity to let high but attainable goals, willingness and ability to take responsibility and education and/or experience of an individual or group.

Guest, Hersey, and Blanchard (1986) describes four different maturity levels that may describe followers in

terms of accomplishing specific tasks. Each maturity level requires a different leadership style.

1. Low Follower Maturity - At this maturity level, people tend to lack both motivation and competence to do a particular task, thus, the leadership style with the highest probability of success in this situation would be high task/low relationship behavior.

2. Low to Moderate Follower Maturity - At this maturity level, people tend to have the motivation to do a particular task but lack the ability. Thus, the leadership style that appears to be most appropriate to this situation would be a high task/high relationship behavior.

3. Moderate to High Follower Maturity - At this maturity level, people tend to have the ability to do a particular task but seem to lack motivation. The initial leadership style that tends to be most effective in this situation would be a high relationship/low task behavior.

4. High Follower Maturity - At this maturity level, people tend to have both the motivation and the ability to do a particular task. The leadership style with the highest probability of success in this situation would be low relationship/low task behavior.

Hersey (1986) also contends that objectives that are formulated with each person involved in the decision making process seem to gain more acceptance than those imposed by an authority figure in the organization. The survey to identify situation leadership style does not appear to fit high school age students.

A participative approach to this problem is a process called management by objectives (MBO). The concepts behind MBO were introduced by Peter Drucker (1964) in the early 1950s and have become popularized in management through the efforts of George Odiorne (1965) and John Humble (1967).

George Odiorne(1965) contends that management by objectives is basically: A process whereby the superior and the subordinate managers of an enterprise jointly identify common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.

The functioning of this system is an agreement between a manager and subordinate about the subordinate's own or group performance goals during a stated time period. Odiorne contends that the important thing is that goals are jointly established and agreed upon in advance. This is then followed by a review of the subordinate's performance

in relation to accepted goals at the end of the time period. Both superior and subordinate participate in this review and in any other evaluation that takes place.

According to Madeline Hunter (1984) students learn more when they are taught effectively than they can learn on their own. Hunter's, The Teacher Effectiveness Model, has proven to be a great innovation in the field of education. The five main steps of a lesson design have been categorized as follows: (1) objective, (2) anticipatory set, (3) input and modeling, (4) check for understanding, guided practice, and (5) independent practice. The model can be used effectively with high school students and will be used in this practicum.

According to Douglas McGregor (1960), traditional organizational with centralized decision making, superior-subordinate pyramid, and external control of work is based upon assumptions about human nature and human motivation.

McGregor's Theory X assumes that most people prefer to be directed, are not interested in assuming responsibility, and want safety above all. Accompanying this philosophy is the belief that people are motivated by money, fringe benefits, and the threat of punishment.

Theory Y assumes that people are not, by nature, lazy and unreliable. It postulates that people can be self-directed and creative at work if properly motivated.

There appears to be no vehicle to translate X and Y theory into this practicum except on a pure theory level. Blanchard and Johnson in their book, The One Minute Manager offer concrete suggestions for personal development strategies which can be used effectively with any age group.

During the months of February and March, 1987, this writer conducted interviews with three local band directors. It was the observations of these band directors that a program designed to develop leadership skills in high school band students is needed.

School A has an enrollment of approximately 1,500 students attending grades 9 through 12. The band program has an enrollment of 150 students. The school offers leadership training by reinforcing either positively or negatively, the behavior of the student leaders. Student leaders are not required to spend any additional time outside the scheduled band rehearsals. The band director does require the students to attend a music camp during the summer.

School B has an enrollment of approximately 1,300 students attending grades 10 through 12. The band program has an enrollment of 145 students. The school selects the better players in the band to fill leadership positions. Student leaders receive no additional training.

School C has an enrollment of approximately students attending grades 9 through 12. The band program has an enrollment of 125 students. The school deals with the problem by encouraging parents and students to get involved in goal setting and policy making. Again student leaders do not receive additional training.

Solution Strategy

After extensive research, this writer found no published program to systematically deal with the problem of developing leadership skills in high school band students. This writer did, however, find instruments to identify personality traits. Also located were several articles on leadership styles, leadership characteristics, and theories of leadership and team building.

Theories of human temperament proposed by David Hersey will be utilized in this endeavor. The Hersey and Blanchard survey was not used but the situation leadership theory model will be used extensively.

Activities relating to goal setting and time management will be stimulated by examples taken from Blanchard and Johnson's The One Minute Manager.

The lesson design model taken from Madeline Hunter's Mastery Teaching will be used extensively in the practicum. Students will be given the opportunity to demonstrate the model by leading (conducting) band rehearsals.

Maslow's Theory on human needs will be utilized in goal setting sessions. Students will be given the opportunity to identify ways in which they can help meet the needs of fellow students when placed in leadership positions.

The writer rejected the alternatives for developing student leadership utilized by band directors at Schools A, B, and C for the following reasons:

School Plan A was rejected because the writer feels that positive and negative reinforcement alone does little to address the issue of leadership development.

School Plan B was rejected because a student's outstanding playing ability does not necessarily make a successful leader.

School Plan C involved discussions with students goal setting, and parent involvement. This plan was rejected because these approaches have always constituted an

integral part of this writer's program. Therefore it does not offer any innovative ideas or methods.

The writer concluded that the only reasonable solution would be for this project to focus on a program designed by this writer to specifically develop target high school band student's leadership knowledge and skills. Such a program would focus on leadership styles, characteristics of effective leaders, and awareness of personality traits with opportunity to practice leadership skills and to be evaluated regarding leadership skill development after the implementation period.

The final cost of this project will be a minimal \$25.00 or less. The time necessary to complete the project will not exceed one hour per week for the duration of ten weeks. Materials needed to implement the project will be minimal and can be reproduced with Xerox machine and current supplies. This project has the full support of the target school administration and no additional personnel is needed.

Chapter III

Method

Implementation Plan

The initial step in undertaking this project was to identify a quality circle group and solicit their participation. The principal was also contacted and permission was granted to implement the program.

On March 13, 1987, the initial session with the quality circle group was held. The group consisted of two parents, one teacher and an administrator. After an explanation of the leadership program by this writer, an open discussion centered on the responsibilities of the quality circle group.

The group concluded that its main purpose was to make suggestions and provide feedback. The session lasted approximately one hour. Everyone participated with enthusiasm.

On March 20, 1987, the initial session with students was held. All fifteen participants were in attendance. After an explanation of the Keirsey Temperament Sorter (Lesson I, Appendix L) by this writer, students completed the instrument for scoring. The session lasted one hour. At the conclusion of the session, students expressed an eagerness to return the following week for the results.

On March 27, 1987, the second one hour session was held. All fifteen participants were in attendance. Print outs of the results from the Keirsey Temperament Sorter completed the previous week were given to each participant.

Time was allocated for individuals to read the print outs and to ask questions. No one seemed totally surprised by the results, but most admitted they had never viewed themselves in such depth and no one expressed concern that the descriptions might be inaccurate.

Table I

Keirsey Temperament Sorter Results

Student	Type	Temperament Type
A	INTJ	NT
B	ISTJ	SJ
C	ESTJ	SJ
D	ENFJ	NF
E	ENTP	NT
F	ENFP	NF
G	ESFJ	SJ
H	ENFP	NF
I	ESTJ	SJ
J	ENFP	NF
K	ISFJ	SJ
L	ENFJ	NF
M	ENTJ	NT
N	ISTJ	SJ
O	ENTJ	NT

The Keirsey Temperament Sorter was used to enhance student self-awareness. Also to point out that differences of people as being neither good nor bad but occur as a necessary part of an individual's natural development.

When using Keirsey's 4 temperaments, students could be grouped as follows:

Table II

SP	None	
SJ	6	Students B, C, G, I, K, N
NT	4	Students A, E, M, O
NF	5	Students D, F, H, J, L

This suggests that the author will utilize innovative strategies and give students the opportunity to experiment with practical application of theory during their lab time. The target group was expected not to desire an abundance of lecture or sequential instruction. This writer will expect the group to be able to quickly size up the leadership situation facing them and promptly prepare a response and to quickly carry out that plan of action with minimum supervision.

Upon completion of this process the following leadership topics were discussed, leadership characteristics, styles, theories, steps and ways to become an effective leader (Lesson II, Appendix L).

On April 10, 1987, the third one hour session with students was held. Members A, B, and C of the quality circle group were also in attendance. After an explanation of the situational leadership model by this writer, an open

discussion centered on the maturity levels student leaders would encounter when leading sections of the marching band.

Using information from Mastery Teaching by Madeline Hunter (1984), this writer expanded on the six elements of a lesson design (Lesson III, Appendix L). After an explanation of Hunter's design this writer demonstrated the model. Students were also given the opportunity to demonstrate the model. Upon completion of this process students expressed an eagerness to conduct band sectional rehearsals.

All participants of the quality circle group praised the program.

On April 16, 1987, the fourth one hour session with students was held. All fifteen participants were in attendance. After reviewing content presented the previous sessions students were given twenty minutes to complete an exam testing their knowledge of leadership theory (Lesson IV, Appendix L).

The remainder of the session focused on some decision making strategies presented by this writer. Students participated in an open discussion concerning decisions they would have to make when leading band sectional rehearsals. Examples of decisions included: punctuality, motivation and personal conflicts between band members.

At the conclusion of the session students expressed an eagerness to return the following week to receive the results on their exam.

On April 24, 1987, the fifth one hour session with students was held. All fifteen participants were in attendance. After reviewing content presented the previous week students were given the opportunity to complete a decision making activity (Lesson V, Appendix L).

Upon completion of this process a review of information from Mastery Teaching by Madeline Hunter was conducted by this writer. Students were given the opportunity to demonstrate the model (Lessons 3, 4, and 5, Appendix L). Time was allocated for participants to critique the leadership effectiveness of their student leader using the leadership effectiveness worksheet (Lesson 4, Appendix L).

At the conclusion of the session, results of the knowledge exams taken the previous week were given to each participant (Appendix E). Two thirds of the target group scored 90% or better and the remaining one third of the students scored between 80% and 90%. Upon leaving students expressed an eagerness to return the following week to receive results from the leadership effectiveness worksheet.

A discussion with the quality circle group validated the perception of this writer that no adjustments were needed in the program at this time.

On May 1, 1987, the sixth one hour session with students was held. All fifteen participants were in attendance. Results from the leadership effectiveness worksheet completed the previous week were disseminated and discussed. Seven student averaged at least a mean score of 3.00 or higher and the remaining eleven scored between 2.00 and 3.00. (Appendix G).

After an explanation of a problem solving model by this writer (Lesson IV, Appendix L), students were given the opportunity to complete a problem solving activity.

The remainder of the session focused on an open discussion concerning problems students would encounter when leading band sectional rehearsals. Upon the completion of this process participants were given the opportunity to demonstrate effective leadership by conducting a musical ensemble. Participants in the musical ensemble were given the opportunity to critique leadership effectiveness using the worksheet (Appendix F).

On May 8, 1987, the seventh one hour session with students and the quality circle group was held. All fifteen students and four members of the quality circle

group were in attendance. Results from the leadership effectiveness worksheet completed the previous week were disseminated and discussed. Twelve students averaged at least a mean score of 3.00 or higher, three student scored between 2.75 and 3.00 (Appendix G).

Students were also given the opportunity to share experiences from the previous weeks band rehearsal.

After an explanation of Abraham Maslow's hierarchy of needs by this writer, students were given the opportunity to complete an activity (Lesson VII, Appendix L). Upon completion of this process students were given the opportunity to rate themselves on the leadership effectiveness checklist.

At the conclusion of the session leadership assignments and objectives were assigned to each participant for the following weeks band rehearsals.

Members of the quality circle group praised the project and the participants.

On May 15, 1987, the eighth one hour session with students was held. All fifteen participants were in attendance. Results from the leadership effectiveness worksheet completed the previous week were disseminated and discussed. Twelve students averaged at least a mean of

4.00 or higher and three student scored between 3.00 and 4.00 (Appendix G).

Using information from Blanchard's and Johnson's The One Minute Manager this writer expounded on goal setting, praising and reprimand (Lesson VIII, Appendix L). An open discussion centered on several problems the students had experienced from the previous week's rehearsals. Examples included: attentiveness, motivation, punctuality, and respect. This writer made several suggestions about how to deal with these problems. Upon completion of this process the students were given the opportunity to complete a goal setting activity.

At the conclusion of the session students were given leadership assignments and objectives for the following week's band rehearsals.

On May 22, 1987, the ninth one hour session with students was held. All fifteen participants were in attendance. Results from the leadership effectiveness worksheet based on the previous week's band rehearsals were disseminated and discussed. Ten students average a mean score of 5.00 and five students averaged at least a mean score of 4.25 or higher (Appendix G).

After a discussion on progress being made and suggestions for improvement, students were given the

opportunity to interview a panel of guest speakers who had been identified by this writer as effective leaders in prior high school band experiences. The discussion centered around motivation, assertiveness, reprimanding, and goal setting. Upon the completion of this process students were also given the opportunity to complete an activity on communication (Lesson IX, Appendix L).

At the conclusion of the session leadership assignments and objectives were given to each participant for the next week's band rehearsals.

On May 29, 1987, the tenth session with students and the quality circle group was held. All fifteen students and quality circle group were in attendance. Results from the leadership effectiveness work sheet and the degree of change was discussed (Appendix H). Participants were encouraged to share their feelings about the project and complete the attitude evaluation form. All participants rated each item on the attitude evaluation form as "high" (Appendix B).

Upon the completion of the activity, results from the leadership checklist, based on this writer's observations were disseminated and discussed (Appendix I).

Two thirds of the target students averaged at least a score of 90% and the remaining one third scored 80% or higher.

The leadership qualities observation form was also completed by this writer at this time (Appendix J).

At the conclusion of the session students and the quality circle group were given the opportunity to evaluate the leader's effectiveness of this writer using county level inservice rating form (Appendix K).

One hundred percent of the target students and quality circle group considered this writer to be an effective leader by giving a high rating on each category on the rating form.

Chapter IV

Results

This writer was responsible for all aspects of evaluation regarding this practicum. The writer prepared all evaluation instruments and administered them at the designated times. The writer also collected all evaluation data, analyzed data, drew appropriate conclusions, and made appropriate recommendations.

Objective One - This writer will identify and select a four member quality circle group to aid in the development of this project. This group will consist of two parents, one teacher, and one administrator. Each member is expected to attend assigned sessions and fully participate as observers and offer feedback as requested.

This objective was fully met. A quality circle group consisting of two parents, one teacher and one administrator was identified and each fully participated in the development of this project.

Objective Two - Before March 20, 1987, this writer will select instruments which identify and measure personality types and leadership effectiveness.

This objective was fully met. The Keirsey Temperament Sorter was selected and used effective in identifying

personality types. Type table reflected four types. It is significant that no band students were SP, 6 were SJ, 5 were NF, and 4 were NT. This activity made a significant contribution to developing each student's self-awareness for their leadership style. As expected each student exhibited leadership characteristics that are typical for their type (See page 9 of the Method Chapter), Hersey and Blanchard have written extensively about "Situational Leadership" style. However, this writer felt the survey form did not appear appropriate for this age level of students and was not utilized.

Objective Three - Between March 20, 1987 and May 29, 1987 a series of eight one hour sessions will be held dealing with personality types, leadership styles and the characteristics of an effective leader. After attending these seminars, 100% of the target students will be able to identify at least 80% of the characteristics of an effective leader using pre-post test knowledge exam (Appendix D).

This objective was fully met. On the post test one hundred percent of the students were able to successfully identify 80% of the characteristics of an effective leader (Appendix E). 100% of the students were able to identify their own personality and leadership style.

Objective Four - After attending a series of seminars held between March 20, 1987 and May 29, 1987 dealing with leadership style and the characteristics of an effective leader, 100% of the target students will be able to identify their own personality type and leadership style as reflected on the Keirsey Temperament Sorter.

This objective was fully met. One hundred percent of the students were able to identify their own personality type and leadership style as reflected on the Keirsey Temperament Sorter according to post test created by this writer (Appendix C).

Objective Five - During the series of seminars held between March 20, 1987 and May 29, 1987, dealing with leadership style and the characteristics of an effective leader, the target students will demonstrate the characteristics of an effective leader by leading a band sectional rehearsal. Evaluation will occur through this writer's completing the observation checklist and maintaining a log on each student. It is estimated that all students will achieve at least an 80% post test effective leadership rating. This objective was fully met. Under instructor observation each student was given the opportunity to direct a musical ensemble and fulfill leadership roles and responsibilities over a period of six weeks. All target group members

achieved an 80% or higher effective leadership rating (Appendix I).

Objective Six - After attending the series of seminars held between March 20, 1987 and May 29, 1987, dealing with leadership style and the characteristics of an effective leader, 100% of the target students will rate at least one mean score higher in leadership qualities using the pre-post test leadership observation rating form (Appendix J). One hundred percent of the target students rated at least one mean score higher on the post test observation rating form. This objective was considered fully met because of the improvement in each student achieved with the following seven leadership skills: (1) punctuality, (2) sets a good example, (3) used good communication skills, (4) prepared to work, (5) has a positive attitude, (6) uses sound judgment, and (7) sets appropriate goals.

Objective Seven - After attending the series of seminars held between March 20, 1987 and May 29, 1987, dealing with leadership style and the characteristics of an effective leader, it is expected that 100% of the target students will rate their participation in the project as a "valuable" experience as measured by a project attitude survey created by this writer.

This objective was fully met. The Attitude Evaluation form contains five items each participant rated each item as high. One hundred percent of the target students participating in this project rated each question with a "high" response. Such a reaction indicates a perception that their participation was considered a valuable experience (Appendix B).

Objective Eight - Leadership effectiveness of this writer will be measured by using the county level inservice rating form. It is expected that 80% of the quality circle group and students will rate this writer as an effective leader.

This objective was fully met. 100% of the students and quality circle members rated this writer as an effective leader using the county level inservice rating form. This writer received a high rating on each category of leadership (Appendix K).

Chapter V

Recommendations

As a result of this project, the following recommendations are offered:

1. The results of this project will be shared with the administration of the target school.
2. The format and materials utilized in this project will be used to continue to train students for leadership positions in high school band programs.
3. This writer will be given release time to share this experience with district band directors as an inservice program.
4. This writer will be given release time to share this experience with band directors outside the school district as an inservice program.
5. This writer will be given release time to share this experience with coaches as a building level inservice program.
6. The results of this project will be shared with publishers of music education journals.

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Appendix A
Interview of Band Directors

INTERVIEW OF BAND DIRECTORS

As a part of the requirement for the Masters Degree at Nova University, I am in the process of writing my proposal for a practicum. As a part of this process, it is necessary that I solicit vital information from other band directors. I would appreciate it if you would answer a few questions.

Interview Questions

1. Do you feel that student leadership is a necessity in operating a band program?
2. How do you select and assign students to leadership positions?
3. Do the leaders in your program receive additional training?
4. How many student leaders do you have in your band program?
5. What are the student leaders responsibilities?
6. On a ratio, scale of 1 to 5, how well do your students carry out assigned responsibilities?
7. Based on your observations of students, do you find they set appropriate goals?
8. Do you feel your leaders have adequate communication skills and appropriate problem solving techniques?

9. What strategies have you implemented in your band as a means of improving student leadership skills?
10. Do you feel there is a need for a program to develop leadership skills in high school band students?

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Appendix B
Attitude Evaluation Form

Attitude Evaluation Form

1. The sessions were well organized and interesting.
A. High (15) B. Average C. Low
2. I would recommend this experience to others.
A. High (15) B. Average C. Low
3. I would rate this project as a valuable experience.
A. High (15) B. Average C. Low
4. To what degree would you be interested in
participating in another leadership program?
A. High (15) B. Average C. Low
5. I find the degree to which my leadership skills have
improved as a result of the project to be
A. High (15) B. Average C. Low
6. Comments:

Appendix C
Temperament Types Descriptions
and Post Test Results

Temperament Types Descriptions

SP

Active
Fun Loving
Cheerful
Becomes easily bored or restless
Uninhibited
Adventures

SJ

Responsible
Dependable
Service
Duty
Enjoys clearly defined routine
Needs feedback on tests

NT

Inventive
Independent
Intellectual
Commanding
Likes to experiment
Impatient with repetition

NF

Identifies with others
Sense of self
Cooperative

Identification of Personality Types
Post Test Results

A - correctly identified type as NT
B - correctly identified type as SJ
C - correctly identified type as SJ
D - correctly identified type as NF
E - correctly identified type as NT
F - correctly identified type as NF
G - correctly identified type as SJ
H - correctly identified type as NF
I - correctly identified type as SJ
J - correctly identified type as NF
K - correctly identified type as SJ
L - correctly identified type as NF
M - correctly identified type as NT
N - correctly identified type as SJ
O - correctly identified type as NT

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Appendix D
Leadership Training Exam

LEADERSHIP TRAINING EXAM WEEKS I AND II

MATCHING:

_____ 1. SITUATIONAL LEADERSHIP
THEORY

_____ 2. "LEADERS ARE BORN" THEORY

_____ 3. THE "GREAT WHITE FATHER"
THEORY

_____ 4. THE "TRAITS" THEORY

A. Leadership consists of a set of traits or abilities that some people are born with and others are not.

B. This theory is based on the hypothesis that a person is a leader by virtue of the position he holds.

C. Most people can increase their effectiveness in leadership roles through education and development.

D. Leadership is a function of the situation at hand rather than the person or what he or she does.

E. The leader is a person who can best identify the needs of the group, satisfy its needs and achieve its goals.

F. A leader is a person who has certain traits of leadership either inherited or acquired.

EXAM--PAGE 2

5. Define LEADERSHIP.

List five characteristics of an effective leader.

- 6.
- 7.
- 8.
- 9.
- 10.

List and describe three leadership styles.

- 11.
- 12.
- 13.

List three steps in becoming a good leader.

- 14.
- 15.
- 16.

List six ways to become a good leader.

- 17.
- 18.
- 19.
- 20.
- 21.
- 22.

List and describe three elements of a lesson design.

- 23.
- 24.
- 25.

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Appendix E
Leadership Training Exam Results

Leadership Training Exam Results

(100 Possible Points)

Student A	95%
Student B	85%
Student C	95%
Student D	90%
Student E	85%
Student F	100%
Student G	95%
Student H	95%
Student I	90%
Student J	100%
Student K	95%
Student L	85%
Student M	95%
Student N	90%
Student O	95%

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Appendix F
Leadership Effectiveness Worksheet

Name of Participant _____

LEADERSHIP OBJECTIVENESS WORKSHEET

	LOW			HIGH	
	1	2	3	4	5
1. Goals/objectives of the rehearsal were classified and discussed initially.					
2. There was agreement between announced goals/objectives and what actually took place.					
3. The methods used during the rehearsal were effective.					
4. The leader displayed ability to keep participants on task.					
5. The rehearsal started and ended at the specified times.					
6. It was evident that there was planning and preparation for the rehearsal.					
7. The leader appeared confident and had knowledge on content being presented.					
8. The leader set a good example and provided feedback.					

Appendix G

Leadership Effectiveness Worksheet Results

Leadership Effectiveness Worksheet Results

Lesson VI

	Question	1	2	3	4	5	6	7	8	tot.	mean
Student											
A		3	3	3	3	2	2	2	3	21	2.63
B		3	2	2	3	2	2	2	3	19	2.38
C		3	3	2	2	3	3	3	3	21	2.63
D		2	2	3	3	2	2	3	3	19	2.38
E		3	2	3	3	2	3	3	3	21	2.63
F		3	3	2	2	3	2	2	3	20	2.50
G		3	3	3	3	4	4	3	3	26	3.25
H		3	3	2	2	3	3	2	3	21	2.63
I		3	3	3	3	3	3	3	3	24	3.00
J		3	3	3	3	3	3	3	3	24	3.00
K		3	3	4	3	3	3	3	3	25	3.31
L		3	2	2	3	3	2	3	3	21	2.63
M		3	3	3	3	3	3	3	3	24	3.00
N		3	3	3	3	3	3	2	3	23	2.88
O		3	3	3	3	3	3	3	3	24	3.00

Leadership Effectiveness Worksheet Results

Lesson VII

	Question	1	2	3	4	5	6	7	8	tot.	mean
Student											
A		3	3	3	3	3	3	3	3	24	3.00
B		3	3	3	3	3	3	3	3	24	3.00
C		3	3	3	3	3	3	3	3	24	3.00
D		3	3	3	3	3	3	3	3	24	3.00
E		3	2	3	3	3	3	3	3	23	2.88
F		3	3	3	3	3	3	3	3	24	3.00
G		4	4	3	3	4	3	3	3	27	3.38
H		3	3	3	3	3	3	3	3	24	3.00
I		3	3	3	3	3	3	3	3	24	3.00
J		3	3	3	3	3	4	4	4	27	3.38
K		3	3	4	3	4	3	3	3	26	3.25
L		3	2	3	3	3	2	3	3	22	2.75
M		3	3	3	3	3	3	3	3	24	3.00
N		3	3	3	3	3	3	2	3	23	2.88
O		3	3	3	3	3	3	3	3	24	3.00

Leadership Effectiveness Worksheet Results

Lesson VIII

	Question	1	2	3	4	5	6	7	8	tot.	mean
Student											
A		4	4	4	4	4	4	4	4	32	4.00
B		3	3	3	3	4	4	3	4	27	3.38
C		4	4	4	4	4	4	4	4	32	4.00
D		4	4	3	3	3	3	3	3	26	3.25
E		3	3	3	4	4	3	4	4	28	3.50
F		4	4	4	4	4	4	4	4	32	4.00
G		4	4	5	5	5	4	5	5	37	4.63
H		4	4	4	4	4	4	4	4	32	4.00
I		4	4	4	4	4	4	4	4	32	4.00
J		5	5	5	4	5	5	5	5	39	4.88
K		4	4	4	4	4	4	5	5	34	4.25
L		5	4	4	4	5	4	5	5	36	4.50
M		5	5	5	5	5	4	5	5	39	4.88
N		4	4	4	4	5	4	4	5	34	4.25
O		4	4	4	4	4	4	4	4	32	4.00

Leadership Effectiveness Worksheet Results

Lesson IX

	Question 1	2	3	4	5	6	7	8	tot.	mean
Student										
A	5	5	5	5	5	5	5	5	40	5.00
B	4	4	4	4	5	4	4	5	34	4.25
C	5	5	5	5	5	5	5	5	40	5.00
D	5	4	4	4	5	5	5	5	37	4.63
E	5	5	4	5	5	4	5	4	37	4.63
F	5	5	5	5	5	5	5	5	40	5.00
G	5	5	5	5	5	5	5	5	40	5.00
H	5	5	5	5	5	5	5	5	40	5.00
I	5	5	4	5	5	4	4	4	36	4.50
J	5	5	5	5	5	5	5	5	40	5.00
K	5	5	5	5	5	5	5	5	40	5.00
L	5	4	5	5	5	4	5	5	38	4.75
M	5	5	5	5	5	5	5	5	40	5.00
N	5	5	5	5	5	5	5	5	40	5.00
O	5	5	5	5	5	5	5	5	40	5.00

Appendix H
Leadership Effectiveness Worksheet
Pre Test and Post Test Mean
With Amount of Change

Leadership Effectiveness Worksheet

Pre Test and Post Test Mean

With Amount of Change

Student	Mean		Change
	Pre	Post	
A	2.63	5.00	+2.37
B	2.38	4.25	+1.87
C	2.63	5.00	+2.37
D	2.38	4.63	+2.25
E	2.63	4.63	+2.00
F	2.50	5.00	+2.50
G	3.25	5.00	+1.75
H	2.63	5.00	+2.37
I	3.00	4.50	+1.50
J	3.00	5.00	+2.00
K	3.31	5.00	+1.69
L	2.63	4.75	+2.12
M	3.00	5.00	+2.00
N	2.88	5.00	+2.12
O	3.00	5.00	+2.00

Appendix I
Leadership Effectiveness Checklist
and Results

LEADERSHIP EFFECTIVENESS CHECKLIST

	LOW	1	2	3	4	5	HIGH
I. CONDUCT							
1. Follows policies/procedures							
2. Moral standards/ethics							
3. Honesty/dedication							
4. Perseverance/persistence							
5. Motivation							
II. RESPONSIBILITY							
1. Attendance							
2. Punctuality							
3. Willingness to work							
4. Prepared to work							
5. Sets a good example/performs assigned duties effectively							

	LOW						HIGH
III. COMMUNICATION	1	2	3	4	5		
1. Positive attitude/encouragement							
2. Goal oriented/defines goals and objectives							
3. Self-confidence/gives clear directions							
4. Enthusiasm/enjoys work							
5. Accepts constructive criticism/provides feedback							
IV. PROBLEM SOLVING/DECISION MAKING							
1. Encourages self-discipline/attempts to change the behavior of troublesome participants							
2. Ability to identify problems/make decisions							
3. Willingness to solve problems/make decisions							
4. Provides specific instructions for resolving problems/makes decisions and acts firmly and decisively							
5. Exercises sound judgement/ability to follow through							

Instructor's Evaluation of
Student Leadership Effectiveness

Student	Cond.	Resp.	Comm.	Prob. Sol./ Dec. Making	Total
A	25	25	20	20	90
B	20	20	20	20	80
C	25	25	20	20	90
D	20	20	22	20	82
E	20	20	20	20	80
F	25	20	20	25	90
G	25	20	25	20	90
H	25	20	20	25	90
I	20	25	20	20	90
J	25	25	25	20	95
K	25	25	20	20	90
L	20	25	20	20	85
M	25	25	25	22	97
N	25	25	23	23	96
O	25	25	20	20	90

Appendix J
Leadership Qualities
Observation Form

Pre Target Group Leadership Qualities

1 = low

5 = high

Student	Leadership Qualities							Total	Mean
	1	2	3	4	5	6	7		
A	3	3	3	3	3	3	3	21	3
B	2	1	2	1	1	2	2	11	2
C	1	2	1	2	2	1	2	11	2
D	2	2	2	2	2	2	2	14	2
E	2	1	3	3	2	1	3	15	2
F	3	3	3	3	3	3	3	21	3
G	3	3	3	3	3	3	3	21	3
H	2	1	3	2	2	2	2	14	2
I	3	3	3	3	3	3	3	21	3
J	2	3	2	1	2	2	3	15	2
K	3	3	3	3	3	3	3	21	3
L	2	2	2	2	2	2	2	14	2
M	2	2	3	1	2	2	2	14	2
N	2	2	2	2	2	1	2	13	2
O	2	3	3	2	2	2	2	16	2

Post Target Group Leadership Qualities

1 = low

5 = high

Student	Leadership Qualities							Total	Mean
	1	2	3	4	5	6	7		
A	5	4	3	4	4	4	4	28	4
B	3	4	3	3	3	2	3	21	3
C	5	4	3	4	5	4	3	28	4
D	4	4	2	3	3	2	3	21	3
E	4	4	2	3	3	2	3	21	3
F	5	4	3	4	4	3	5	28	4
G	4	5	3	5	5	3	3	28	4
H	3	2	4	3	3	3	3	21	3
I	5	4	4	4	4	3	4	28	4
J	4	3	3	3	3	2	3	21	3
K	5	4	3	4	4	4	4	28	4
L	4	3	3	3	4	2	2	21	3
M	4	3	3	3	3	2	3	21	3
N	4	3	3	3	3	2	3	21	3
O	4	3	3	3	3	3	2	21	3

Leadership Observation Summary

Student	Mean Scores		Change
	Pre	Post	
A	3	4	+1
B	2	3	+1
C	2	4	+2
D	2	3	+1
E	2	3	+1
F	3	4	+1
G	3	4	+1
H	2	3	+1
I	3	4	+1
J	2	3	+1
K	3	4	+1
L	2	3	+1
M	2	3	+1
N	2	3	+1
O	2	3	+1

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Appendix K
Leadership Evaluation

LEADERSHIP EVALUATION

Selected Criteria

Mark "X" in the block following each indicator that best expresses to what degree you perceive this inservice activity.

	H i g h	A v e r a g e	B e l o w A v e r a g e	N o n e	N o t A p p l i c a b l e
1. The objectives of this inservice were clarified and discussed initially.	19				
2. The content of the activity was appropriate for my job responsibilities.	19				
3. There was agreement between announced objectives and what actually took place.	19				
4. The methods used to present this inservice were effective.	19				
5. The media used for this inservice were used effectively.	19				
6. The leader(s) had knowledge and expertise on the inservice content.	19				
7. It was evident that there was planning and preparation for this inservice.	19				
8. The presenter displayed ability to involve participants in the learning process.	19				

15 Students

4 Quality Circle Members

19 Total

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Appendix L
Leadership Program

**DEVELOPING
LEADERSHIP
SKILLS IN
HIGH SCHOOL
BAND STUDENTS**

INTRODUCTION

This manual is based on the premise that a person can increase his/her effectiveness in leadership roles through education, training, and development. All of us have probably experienced the student leader who is not motivated or assertive enough in handling responsibilities. There are also those student leaders who are afraid of hurting a friend's feelings and those who have no sense of diplomacy. Often student leaders are chosen primarily on their playing ability, status of their parent in the band parent organization, popularity, or seniority.

This program was developed to give students the opportunity to audition for leadership positions in the high school band program. The initial step prior to implementation was to identify a group of students who wanted to develop their leadership skills. A maximum class size of twenty is recommended.

Upon the completion of this process the target students attended weekly leadership meetings for a period of ten weeks. In addition to learning material presented in this manual, students were given the opportunity to demonstrate leadership skills by leading weekly sectionals or band rehearsals. Target students were also given the opportunity to evaluate each other during the weekly rehearsals using the LEADERSHIP EFFECTIVENESS WORKSHEET which is included in this manual.

The instructor monitored the process of the target group by maintaining a log on each student using the LEADERSHIP EFFECTIVENESS CHECKLIST.

Student leaders were selected based on the results of the evaluations.

David A. Ammerman
June, 1987

LESSON I

EXPECTED STUDENT OUTCOME: To promote the self-awareness of individual student participants.

MATERIALS:

Keirsey Temperament Sorter,
Please Understand Me by Bates and
Kiersey (1984)

SUGGESTED STRATEGIES:

Participants will complete the Keirsey Temperament Sorter prior to the initial training session.

Present for discussion Bates and Keirsey's theory that differences among people are neither good nor bad but are a necessary part of individuals

LESSON II

EXPECTED STUDENT OUTCOME: Identify leadership theories, styles and characteristics.

MATERIALS:

Handouts--POPULAR THEORIES ABOUT LEADERS, LEADERSHIP, STEPS IN BECOMING A GOOD LEADER, WAYS TO BECOME A GOOD LEADER, THREE DISTINCT LEADERSHIP TYPES, TYPES OF LEADERS

SUGGESTED STRATEGIES:

Lecture, Role Playing

POPULAR THEORIES ABOUT LEADERS

THE 'LEADERS ARE BORN' THEORY

According to this theory, leadership consists of a set of personality traits or abilities that some people are born with and others are not.

Current literature, however, stresses that most people can increase their effectiveness in leadership roles through education, training, and development.

THE "TRAITS" THEORY

According to this theory a leader is a person who has certain traits of leadership, either inherited or acquired. If you were born with these traits, so much the better. If you had to learn them, you, as a would-be leader, had a problem.

These physical and personality characteristics, such as honesty, courage, height, physical prowess, initiative, stamina, and intelligence, were supposed to be the indicators of leadership ability.

Extensive research has failed to determine just what traits of leadership actually are.

THE "GREAT WHITE FATHER" THEORY

This theory is based on the hypothesis that a person is a leader by virtue of the position he holds.

THE "SITUATIONAL" THEORY

According to the situational theory, leadership is a function of the situation at hand rather than the person or what he or she does. The type of leader needed depends primarily on the tasks at hand.

THE "NEEDS" THEORY

The leader is the person who can best identify the needs of the group and help the group satisfy its needs and achieve its goals. He or she is the leader by virtue of the group's willingness to be led.

LEADERSHIP

Dr. Hersey (1982) defines leadership as the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. In essence, leadership involves accomplishing goals with and through people.

Individuals who have the following characteristics can function effectively as leaders.

1. **LEADS** rather than bosses; suggests or requests rather than commands.
2. **SETS** a good example.
3. **TREATS** everyone as an individual.
4. **WELCOMES** suggestions for own improvement.
5. **LETS** people know how and where they stand; suggests ways to improve.
6. **PRAISES** good performance rather than simply criticizing the bad.
7. **KEEPS** problems and concerns in perspective; has a win-win rather than a win-lose attitude toward problem-solving.
8. **KEEPS** all promises; willingly explains why unable to fulfill mission or service.
9. **REALIZES** that positive results only occur through other people.

STEPS IN BECOMING **A GOOD LEADER**

- 1. STUDY THE QUALITIES OF RECOGNIZED EFFECTIVE LEADERS.**
- 2. KNOW YOURSELF. IDENTIFY BOTH YOUR STRONG AND WEAK POINTS.**
- 3. DEVELOP YOURSELF AS A GOOD FOLLOWER. DISCIPLINE AND WILLINGNESS TO FOLLOW POLICIES AND PROCEDURES ARE A "MUST" IN A GOOD LEADER.**
- 4. DEVELOP A DEFINITE PLAN OF SELF-IMPROVEMENT.**
- 5. LEARN AS MUCH AS YOU CAN ABOUT PEOPLE IN GENERAL.**

WAYS TO BECOME A GOOD LEADER

1. Attempt to change the behavior of "troublesome participants" (work to keep participants on task).
2. Promote group cooperation and the desire to pull together.
3. Constantly evaluate the progress of the group.
4. Encourage active participation by your group.
5. Be poised. Don't let irritations bother you.
6. Set goals and objectives. Help the participants in your group to learn and grow through activities.
7. Be responsible. Live up to your word and duties.
8. Be cooperative. Know how to work with others and enjoy working with them.
9. Be proud. Take pride in what you do.
10. Be neat. Always be neat in dress and personal appearance.
11. Like people. Be understanding and friendly.
12. Be well prepared. Know that leadership takes work as well as practice.

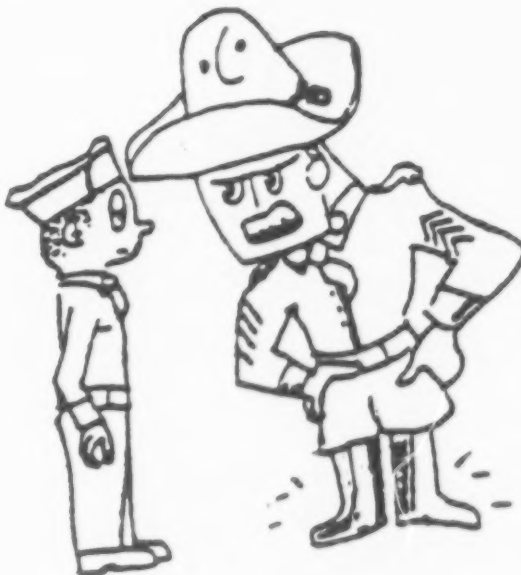
THREE DISTINCT LEADERSHIP TYPES

LAISSEZ-FAIRE



DEMOCRATIC

AUTHORITARIAN



TYPES OF LEADERS

AUTHORITARIAN

While all leaders exercise a certain amount of influence or control over the group, authoritarian leaders dominate the group. This type of leadership relies more on persuasion than cooperation, more on power than permissiveness, more on status than consensus.

DEMOCRATIC

This leader does not dominate or control, neither does he delegate his responsibility and allow the group to dominate. He exercises a certain amount of control but encourages others to share the leadership function.

In the democratic style, policies are open for group discussion and decision.

LAISSEZ-FAIRE LEADERSHIP

This style of behavior permits the members of the group to do whatever they want to do. No policies or procedures are established. Everyone is let alone. No one attempts to influence anyone else.

In reality, a laissez-faire atmosphere represents an absence of formal leadership. Very often in groups under this sort of leader, another person assumes the actual leadership of the group.

LESSON III

EXPECTED STUDENT OUTCOMES: Explain and describe methods used in situational leadership.

Demonstrate lesson design model.

Demonstrate conducting patterns.

MATERIALS:

Handouts--SELF VS OTHERS, STYLE OF LEADER, SITUATIONAL LEADERSHIP THEORY: DEFINITIONS, MOTIVATION, LESSON DESIGN

Instruments

Music

SUGGESTED STRATEGIES:

Lecture

Introduce conducting patterns.

Give students the opportunity to conduct a musical ensemble incorporating the elements of Madeline Hunter's "Lesson Design" model.

SELF VS OTHERS

THE BIG SELF

This person is only concerned with self. He or she is not concerned with the band's goals unless he can profit more than the band. He or she is usually very self-centered and think only in terms of "me".

OTHERS

This person does not have enough concern for self; lets others run over him and, when put in a situation where he or she needs to make a decision would rather go against his better judgement and not make a responsible decision for fear of hurting other people's feelings or making them mad.

SELF/OTHERS SEESAW

This person wants to be popular and swings back and forth with who seems to have the most power or influence at the moment.

BURNED OUT

This person is very negative and avoids any decision that would take effort to accomplish. He or she is a person who wants to reap the benefits without doing any of the work. He or she is a person who tried to do something good one time and it did not work, so he will never try again. He or she blames other people or circumstances for their failures.

BIG SELF-BIG OTHER

This person has a positive outlook on being a success. He believes in the team approach. He or she is highly motivated and believes in his or her own ability, but at the same time has an equal amount of concern for other people. He is quick to say "we" had a good performance, not "I". This is a person who sets goals and plans for success.

STYLE OF LEADER

HIGH RELATIONSHIP AND LOW TASK S3 (PARTICIPATING)	HIGH TASK AND HIGH RELATIONSHIP S2 (SELLING)
LOW RELATIONSHIP AND LOW TASK S4 (DELEGATING)	HIGH TASK AND LOW RELATIONSHIP S1 (TELLING)

The key to using Situational Leadership is to assess the maturity level of the follower(s) and to behave as the model prescribes

MATURITY OF FOLLOWERS

M4	M3	M2	M1
HIGH	MODERATE		LOW
	91		

SOURCE: Hersey, Paul and Blanchard, Kenneth. Management of Organizational Behavior, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1974.

SITUATIONAL LEADERSHIP THEORY

DEFINITIONS

TASK BEHAVIOR--The extent to which leaders are likely to organize and define the roles of the members of their group (followers) to explain what activities each is to do and when, where, and how tasks are to be accomplished, characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

RELATIONSHIP BEHAVIOR--The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, and facilitating behaviors.

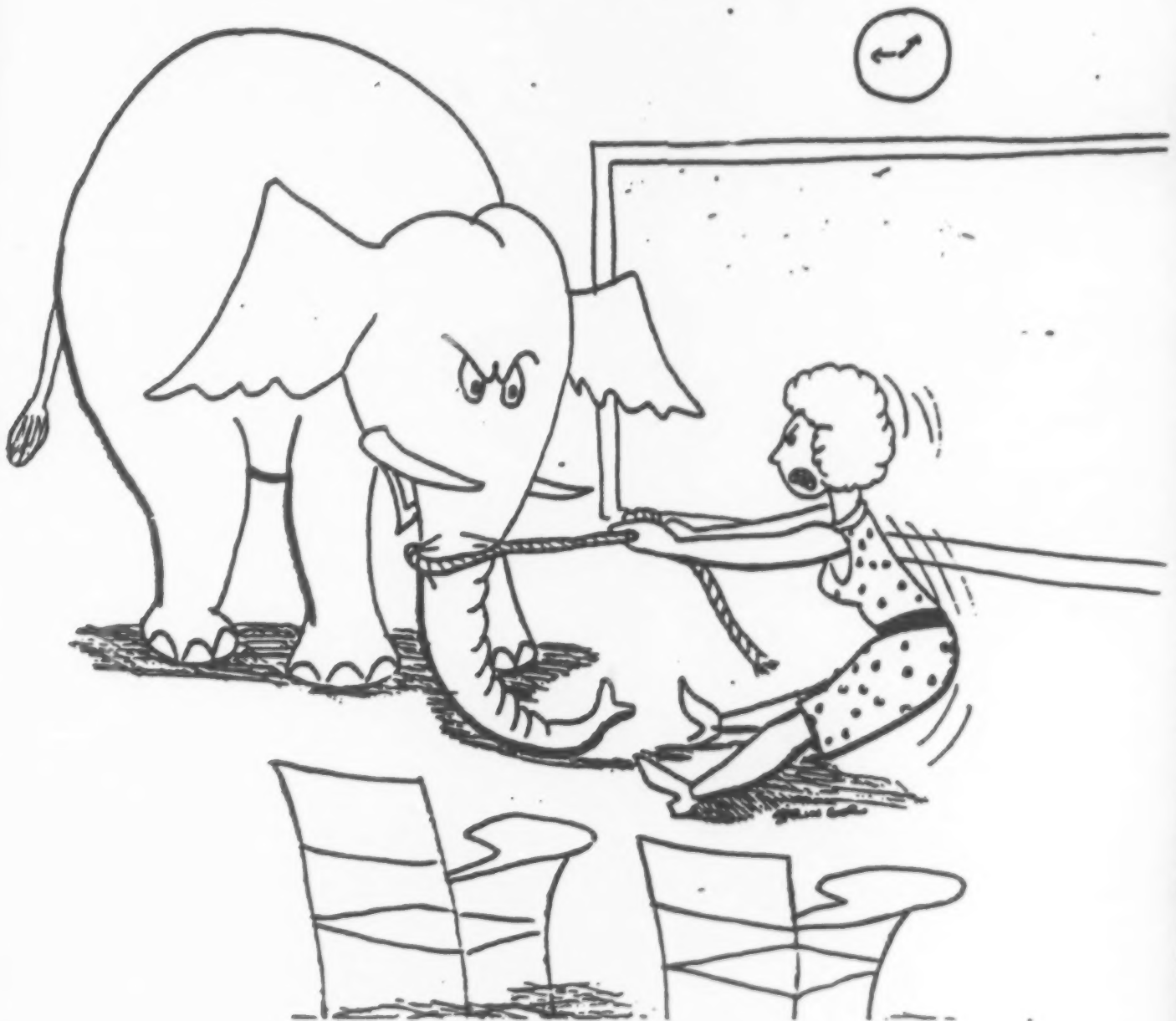
TELLING--Leadership style to use with low maturity followers, people who are both unable and unwilling to take responsibility to do something and who are not competent or confident. In many cases, their unwillingness is a result of their insecurity regarding the necessary task. Thus, a directive or "telling" style (S1) that provides clear, specific directions and supervision has the highest probability of being effective with individuals at this maturity level. This style is called "telling" because it is characterized by the leaders defining rules and telling people what, how, when, and where to do various tasks.

SELLING--Leadership style for low to moderate maturity followers, people who are unable but willing to take responsibility and are confident but lack skill at this time. Thus, a "selling" style (S2) that provides directive behavior, because of their lack of ability, but also supportive behavior to reinforce their willingness and enthusiasm, appears to be most appropriate with individuals at this maturity level. This style is called "selling" because most of the direction is still provided by the leader. Followers at this maturity level will usually go along with a decision if they understand the reason for the decision and if the leader also offers some help and direction.

PARTICIPATING--Leadership style for moderate to high maturity followers, people who are able but unwilling to do what the leader wants. Their unwillingness is often a function of their lack of confidence or insecurity. If, however, they are competent but unwilling, their reluctance to perform is more a motivational problem than a security problem. In either case, the leader needs to open the door (two-way communication and active listening) to support the follower's efforts to use the ability he already has. Thus, a supportive, nondirective, "participating" style (S3) has the highest probability of being effective with individuals at this maturity level. This style is called "participating" because the leader and follower share in decision making, with the main role of the leader being one of facilitating and communicating.

DELEGATING--Leadership style for high maturity followers, people who are both able and willing or confident to take responsibility. Thus, a low-profile "delegating" style (S4) which provides little direction or support, has the highest probability of being effective with individuals at this maturity level. Even though the leader may still identify the problem, the responsibility for carrying out plans is given to these mature followers. They are permitted to run the show and decide on the how, when, and where.

MOTIVATION



LESSON DESIGN

A lesson introducing new learning and new concepts would require all of the elements of **Lesson Design** that are listed below. A review lesson would not require all of these elements.

<u>ANTICIPATORY SET-</u>	An attention getter to focus students.
<u>OBJECTIVES-</u>	The main purpose of the lesson described concisely and in behavioral terms.
<u>INPUT-</u>	The method for delivering the lesson.
<u>MODELING-</u>	A demonstration of the correct process or product.
<u>GUIDED PRACTICE-</u>	A supervised activity designed to make sure student understanding is sufficient for students to proceed to independent practice.
<u>INDEPENDENT PRACTICE-</u>	Meaningful activities designed to be done without supervision. The activities should reinforce the learning.

SOURCE: Hunter, Madeline. Mastery Teaching. TIP Publications, El Segundo, CA, 1982.

LESSON IV

EXPECTED STUDENT OUTCOMES: Students will score at least 85 % on the exam to be administered during this lesson.

Students will critique leadership skills and rehearsal techniques of fellow student leaders using the LEADERSHIP EFFECTIVENESS WORKSHEET.

MATERIALS:

Handout--LEADERSHIP TRAINING EXAM: WEEKS I AND II, BAND LABORATORY, LEADERSHIP EFFECTIVENESS WORKSHEET

SUGGESTED STRATEGIES:

Administer LEADERSHIP TRAINING EXAM: WEEKS I AND II.

Give goals and objectives to students for next week's rehearsal.

Give individual participants the opportunity to conduct rehearsals while fellow students evaluate them using the LEADERSHIP EFFECTIVENESS WORKSHEET.

LEADERSHIP TRAINING EXAM WEEKS I AND II

MATCHING:

- | | |
|--|--|
| _____ 1. SITUATIONAL LEADERSHIP THEORY | A. Leadership consists of a set of traits or abilities that some people are born with and others are not. |
| _____ 2. "LEADERS ARE BORN" THEORY | B. This theory is based on the hypothesis that a person is a leader by virtue of the position he holds. |
| _____ 3. THE "GREAT WHITE FATHER" THEORY | C. Most people can increase their effectiveness in leadership roles through education and development. |
| _____ 4. THE "TRAITS" THEORY | D. Leadership is a function of the situation at hand rather than the person or what he or she does. |
| | E. The leader is a person who can best identify the needs of the group, satisfy its needs and achieve its goals. |
| | F. A leader is a person who has certain traits of leadership either inherited or acquired. |

5. Define LEADERSHIP.

List five characteristics of an effective leader.

- 6.
- 7.
- 8.
- 9.
- 10.

List and describe three leadership styles.

- 11.
- 12.
- 13.

List three steps in becoming a good leader.

- 14.
- 15.
- 16.

List six ways to become a good leader.

- 17.
- 18.
- 19.
- 20.
- 21.
- 22.

List and describe three elements of a lesson design

- 23.
- 24.
- 25.

BAND LABORATORY

Upon the completion of Lesson Three, students are to be given the opportunity to conduct a musical ensemble on a weekly basis for a period of six weeks. Musical compositions to be conducted and leadership positions are to be assigned according to musicianship, ability, and experience.

Listed below are suggested strategies to be utilized during the six week laboratory implementation process.

1. Conducting patterns, basic fundamentals, musical style and rehearsal techniques are to be discussed prior to the evaluation process.
2. Upon the completion of Lesson Three, participants are to be given goals and objectives for the rehearsals which will take place during the following weeks.
3. Leadership participants are to be given the opportunity to evaluate student conductors during the weekly rehearsals using leadership effectiveness worksheets.
4. Evaluation forms are to be disseminated and discussed during weekly leadership meetings.
5. Students are to be given the opportunity to interview a panel of guest speakers who have been identified by the instructor as effective leaders in prior high school band experiences.

Name of Participant _____

LEADERSHIP EFFECTIVENESS WORKSHEET

	LOW			HIGH	
	1	2	3	4	5
1. Goals/objectives of the rehearsal were classified and discussed initially.					
2. There was agreement between announced goals/objectives and what actually took place.					
3. The methods used during the rehearsal were effective.					
4. The leader displayed ability to keep participants on task.					
5. The rehearsal started and ended at the specified times.					
6. It was evident that there was planning and preparation for the rehearsal.					
7. The leader appeared confident and had knowledge on content being presented.					
8. The leader set a good example and provided feedback.					

LESSON V

EXPECTED STUDENT OUTCOME: To defend decision-making strategies.

MATERIALS:

Handouts--SOME COMMON
DECISION-MAKING STRATEGIES,
DECISIONS I MAKE.

SUGGESTED STRATEGIES:

Disseminate and discuss LEADERSHIP
EFFECTIVENESS WORKSHEETS completed
at previous sessions.

Lecture

Complete decision-making activity.

SELF-CONTROL DECISION-MAKING STRATEGIES

<u>DESTINY:</u>	Letting outside forces decide, leaving the decision up to fate.
<u>SPONTANEOUS:</u>	Choosing the first alternative that comes to mind with little or no consideration of the consequences.
<u>COMPLIANT:</u>	Following the recommendation of others.
<u>PROCRASTINATION:</u>	Postponing thought and action.
<u>AGONIZING:</u>	Accumulating so much information that one becomes overwhelmed with the process of analyzing the alternatives.
<u>INTENTIONAL:</u>	Devising a plan by which one proceeds toward an outcome that is satisfying both intellectually and emotionally.
<u>INSPIRATIONAL:</u>	A mystical choice--"it feels right."
<u>INERTIA:</u>	The decider accepts responsibility for the decision-making, but is not able to attack the task at hand.
<u>DESIRE:</u>	Choosing the alternative that could lead to the most desirable result, regardless of risk.
<u>FLIGHT:</u>	Choosing the alternative that is most likely to avoid the worst possible result.
<u>SECURITY:</u>	Choosing the alternative that is most likely to bring (some) success (but not necessarily the highest measure of success.)
<u>SYNTHESIS:</u>	Choosing the alternative that has both high probability of success and high desirability.



DECISIONS I MAKE



What's the Problem? Hmmm?

Information Needed

Alternative #1

Positive Consequences: +	
Negative Consequences: -	

Alternative #2

Positive Consequences: +	
Negative Consequences: -	

Alternative #3

Positive Consequences: +	
Negative Consequences: -	

or

or

Human Factors Influencing Me

My Choice

LESSON VI

EXPECTED STUDENT OUTCOME: To defend problem-solving strategies.

MATERIALS:

Handouts--PROBLEM SOLVING, PROBLEM
SOLVING--LEADER EFFECTIVENESS

SUGGESTED STRATEGIES:

Disseminate and discuss LEADERSHIP
EFFECTIVENESS WORKSHEETS completed
at previous sessions.

Lecture

Complete PROBLEM SOLVING--LEADER
EFFECTIVENESS activity.

PROBLEM SOLVING

1. Identify a problem that you have as a student leader, i.e. managing disruptive students, motivating followers, etc.
2. You must have sufficient knowledge of this problem to be conversant in it.
3. Design a solution to your problem. Disregard any restrictions.
4. Return to reality. List as many obstacles as you can think of which would prevent your idea from being implemented.
5. Identify the methods and strategies you consider most effective in dealing with each of the obstacles.
6. Illustrate your method for mobilizing support for your innovation. Could be fellow students, community, parents, teachers, etc.
7. Consider what arguments most typically would be presented by your peers if this recommendation is presented.
8. Prepare to present your arguments to your superior (the band director), with all factors considered.

PROBLEM SOLVING--LEADER EFFECTIVENESS

1. Your subordinates are not responding lately to your directions and your obvious concern for their welfare. Their performance is declining rapidly.
 - A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
 - B. Make yourself available for discussion, but don't push your involvement.
 - C. Talk with subordinates and then set goals.
 - D. Intentionally, do not intervene.

2. The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.
 - A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
 - B. Take no definite action.
 - C. Do what you can to make the group feel important and involved.
 - D. Emphasize the importance of deadlines and tasks.

3. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relationships have been good.
 - A. Work with the group and together engage in problem-solving.
 - B. Let the group work it out.
 - C. Act quickly and firmly to correct and redirect.
 - D. Encourage the group to work on a problem and be supportive of their efforts.

4. You are considering a change. Your subordinates have a fine record of accomplishment. They respect the need to change.
 - A. Allow group involvement in developing the change, but don't be too directive.
 - B. Announce changes and then implement with close supervision.
 - C. Allow the group to formulate its own direction.
 - D. Incorporate group recommendations, but you direct the change.

5. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.
 - A. Allow the group to formulate its own direction.
 - B. Incorporate group recommendations.
 - C. Redefine roles and responsibilities and supervise carefully.
 - D. Allow group involvement in determining roles and responsibilities but don't be too directive.

6. You stepped into an effectively run organization. The previous leader tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.
 - A. Do what you can to make the group feel important and involved.
 - B. Emphasize the importance of deadlines and tasks.
 - C. Intentionally do not intervene.
 - D. Get involved in decision-making, but see that objectives are met.

7. You are considering changing to a structure new to your group. Members of the group have made suggestions about needed changes. The group has been productive and demonstrated flexibility in its operation.
- A. Define the change and supervise carefully.
 - B. Participate with the group in developing the change but allow members to organize the implementation.
 - C. Be willing to make changes as recommended, but maintain control of implementation.
 - D. Avoid confrontation; leave things alone.
8. Group performance and interpersonal relationships are good. You feel somewhat unsure about your lack of direction of the group.
- A. Leave the group alone.
 - B. Discuss the situation with the group and then you initiate necessary changes.
 - C. Take steps to direct subordinates toward working in a well-defined manner.
 - D. Be supportive in discussing the situation with the group but do not be too directive.
9. Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. The meetings have turned into social gatherings. Potentially, the group has the talent necessary to help.
- A. Let the group work out its problems.
 - B. Incorporate group recommendations, but see that objectives are met.
 - C. Redefine goals and supervise carefully.
 - D. Allow group involvement in setting goals, but don't push.

10. You have been promoted to a new position. The previous leader was uninvolved in the affairs of the group. The group has adequately handled its tasks and directions. Group inter-relations are good.
- A. Take steps to direct subordinates and examine the need for new practices.
 - B. Involve subordinates in decision-making and reinforce good contribution.
 - C. Discuss past performances with the group and then examine the need for new practices.
 - D. Continue to leave the group alone.
11. Your subordinates are usually able to take responsibility but are not responding to your recent redefining of standards.
- A. Allow group involvement in redefining standards, but don't take control.
 - B. Redefine standards and supervise carefully.
 - C. Avoid confrontation by not applying pressure, leave the situation alone.
 - D. Incorporate group recommendations, but see that new standards are met.
12. Current information indicates some interpersonal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well-qualified for the task.
- A. Try out your solution with subordinates and examine the need for new practices.
 - B. Allow group members to work it out themselves.
 - C. Act quickly and firmly to correct and redirect.
 - D. Participate in problem discussions while providing support for subordinates.

LESSON VII

EXPECTED STUDENT OUTCOME: To identify ways to fulfill the need to become self-motivated.

MATERIALS: Handouts--ABRAHAM H. MASLOW'S
HIERARCHY OF NEEDS, DEFINITION OF
NEEDS

SUGGESTED STRATEGIES: Disseminate and discuss LEADERSHIP
EFFECTIVENESS WORKSHEETS completed
at previous sessions.

Lecture/discussion of Maslow's
Hierarchy of Needs.

Complete activity on HIERARCHY OF
NEEDS handout.

ABRAHAM H. MASLOW'S **HIERARCHY OF NEEDS**



ACTIVITY:

IDENTIFY WAYS THAT YOU CAN PROVIDE FOR BAND MEMBERS TO FULFILL THEIR NEEDS TO BECOME SELF--MOTIVATED!!!!

IF YOU WERE A DIRECTOR WHAT WOULD YOU DO?

DEFINITION OF NEEDS

1. Physiological needs refer to food, warmth, shelter, water and other bodily needs.
2. The safety needs include actual physical safety, as well as a feeling of being safe from injury, both physical and emotional.
3. Belongingness and love represent the first social need. Physiological and safety needs are centered around the individual's own person. The need to have love and belongingness is the need for other people. It is the need to feel a part of a group or the need to have a relationship with someone else.
4. Esteem is based on the belief that a person has a basic need for self-respect and the esteem of others. The need for esteem is divided into two subsets:

First, there is the need for feeling a personal worth, adequacy, and competence.
Second, there is the need for respect, admiration, recognition, and status in the eyes of others.
5. Self-actualization is the process whereby one realizes the real self and works toward the expression of the self by becoming what one is capable of becoming.

The hierarchy underscores the fundamental point that until one's needs are fulfilled, a person's behavior is not motivated by the next, higher level need. For example, if his physiological needs are not taken care of, a person isn't concerned with his safety.

LESSON VIII

EXPECTED STUDENT OUTCOME: To explain and demonstrate goal-setting strategies.

MATERIALS:

Handouts--GUIDES FOR GOAL SETTING, GUIDES FOR PRAISING, GUIDES FOR REPRIMANDING, WHAT DO I WANT TO DO DURING THE COMING YEAR?

SUGGESTED STRATEGIES:

Disseminate and discuss LEADERSHIP EFFECTIVENESS WORKSHEETS completed at previous sessions.

Lecture/discussion.

Complete activity--WHAT DO I WANT TO DO DURING THE COMING YEAR?

GUIDES FOR GOAL SETTING

1. Agree on your goals.
2. See what good behavior looks like.
3. Write out each of your goals on a single sheet of paper using less than 250 words.
4. Read and re-read each goal, which requires only a minute or so each time you do it.
5. Take a minute every once in a while out of your day to look at your performance, and
6. See whether or not your behavior matches your goal.

SOURCE: THE NEW ONE MINUTE MANAGER, Kenneth Blanchard and Spencer Johnson, Berkley Books, New York.

GUIDES FOR PRAISING

1. Tell people up front that you are going to let them know how they are doing.
2. Praise people immediately.
3. Tell people what they did right--be specific.
4. Tell people how good you feel about what they did right, and how it helps the organization and the other people who work there.
5. Stop for a moment of silence to let them "*feel*" how good you feel.
6. Encourage them to do more of the same.
7. Shake hands or touch people in a way that makes it clear that you support their success in the organization.

SOURCE: THE NEW ONE MINUTE MANAGER, Kenneth Blanchard and Spencer Johnson, Berkley Books, New York.

GUIDES FOR REPRIMANDING

1. Tell people beforehand that you are going to let them know how they are doing and in no uncertain terms.

the first half of the reprimand

2. Reprimand people immediately.
3. Tell people what they did wrong--be specific.
4. Tell people how you feel about what they did wrong--and in no uncertain terms.
5. Stop for a few seconds of uncomfortable silence to let them *feel* how you feel.

the second half of the reprimand

6. Shake hands, or touch them in a way that lets them know you are honestly on their side.
7. Remind them how much you value them.
8. Reaffirm that you think well of them but not of their performance in this situation.
9. Realize that when the reprimand is over, it's over.

**WHAT DO I WANT TO DO DURING THE
COMING YEAR??**

PERSONAL GOAL:

MY GOAL AS A BAND MEMBER:

WHAT IS IT GOING TO TAKE TO REACH MY PERSONAL GOAL?

WHAT IS IT GOING TO TAKE TO REACH THE BAND'S GOAL?

HAVE I BEEN HONEST WITH MYSELF?

LESSON IX

EXPECTED STUDENT OUTCOME: To develop self-awareness.

MATERIALS:

Handouts--COMMUNICATION, IF I WERE A
STUDENT LEADER

SUGGESTED STRATEGIES:

Disseminate and discuss LEADERSHIP
EFFECTIVENESS WORKSHEETS completed
at previous sessions.

Lecture/discussion

Complete activity on handout--IF I WERE
A STUDENT LEADER

COMMUNICATION

SYMBOLIC--WHAT YOU WEAR

VERBAL--WHAT AND HOW YOU TALK

NONVERBAL--BODY LANGUAGE

WHAT IS YOUR MESSAGE? THINK ABOUT EACH ITEM LISTED BELOW IN TERMS OF: WHAT MESSAGE DO I WANT TO SEND WITH THIS ITEM? WHAT DO I WANT OTHERS TO SAY ABOUT ME BECAUSE OF THIS ITEM?

CLOTHES

SHOES

HAIR STYLE

VOICE (PITCH)

GRAMMAR

METHOD OF WALKING

CHOICE OF FRIENDS

CONTROVERSIAL HABITS (SMOKING, DRINKING, DRUGS, ETC.)

CLUBS, TEAM, ORGANIZATIONS

IF I WERE A STREET LEADER I WOULD:

Several members of the band have expressed their desire to quit marching band. They are telling their schoolmates and townspeople the reason is that practice lasts too long and this does not leave them enough time to get a part-time job. Some of the members need to work to help support the family income and others want to work to buy a car.

AS CAPTAIN I WOULD:

Four of the better musicians in the band are not permitted to participate in marching band contest due to skipping rehearsal. When the band heard about this they became angry and started a hate campaign towards the director and the school administrator. The morale of the band is at stake.

AS CAPTAIN I WOULD:

LESSON X

EXPECTED STUDENT OUTCOME: To evaluate his/her own leadership effectiveness.

MATERIALS:

Handout--LEADERSHIP EFFECTIVENESS
CHECKLIST, ATTITUDE EVALUATION
FORM

SUGGESTED STRATEGIES:

Disseminate and discuss LEADERSHIP
EFFECTIVENESS WORKSHEETS completed
at previous sessions.

Discuss criteria used for evaluating
leadership effectiveness.

Complete evaluation process using
LEADERSHIP EFFECTIVENESS
CHECKLISTS. Discuss results.

Have students complete ATTITUDE
EVALUATION FORMS.

LEADERSHIP EFFECTIVENESS CHECKLIST

	LOW						HIGH
		1	2	3	4	5	
I. CONDUCT							
1. Follows policies/procedures							
2. Moral standards/ethics							
3. Honesty/dedication							
4. Perserverance/persistence							
5. Motivation							
II. RESPONSIBILITY							
1. Attendance							
2. Punctuality							
3. Willingness to work							
4. Prepared to work							
5. Sets a good example/performs assigned duties effectively							

	LOW						HIGH
III. COMMUNICATION	1	2	3	4	5		
1. Positive attitude/encouragement							
2. Goal oriented/defines goals and objectives							
3. Self-confidence/gives clear directions							
4. Enthusiasm/enjoys work							
5. Accepts constructive criticism/ provides feedback							
IV. PROBLEM SOLVING/DECISION MAKING							
1. Encourages self-discipline/attempts to change the behavior of trouble- some participants							
2. Ability to identify problems/make decisions							
3. Willingness to solve problems/ make decisions							
4. Provides specific instructions for resolving problems/makes decisions and acts firmly and decisively							
5. Exercises sound judgement/ability to follow through							

ATTITUDE EVALUATION FORM

1. The sessions were well organized and interesting.

A. High B. Average C. Low

2. I would recommend this experience to others.

A. High B. Average C. Low

3. I would rate this project as a valuable experience.

A. High B. Average C. Low

4. To what degree would you be interested in participating in another leadership training program?

A. High B. Average C. Low

5. I find the degree to which my leadership skills have improved as a result of the project to be:

A. High B. Average C. Low

6. Comments:

REFERENCES

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Hersey, Paul and Blanchard, Kenneth. Management of Organizational Behavior, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1974.

Hunter, Madeline. Mastery Teaching, TTP Publications, El Sequendo, California, 1984.

Keirse, David and Bates, M. Please Understand Me, Prometheus Nemesis Books, Del Mar, California, 1978.